

**Texas Education Agency
Standard Application System (SAS)**

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal Information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact Information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name		County-District #	Amendment #	
Texas Serenity Academy		170801		
Vendor ID #	ESC Region #	DUNS #		
76-0575970	6	007361830		
Mailing address		City	State	ZIP Code
262 N Sam Houston Pkwy E		Houston	TX	77060-
Primary Contact				
First name	M.I.	Last name	Title	
Hagmon	D.	Simmons	Superintendent	
Telephone #	Email address		FAX #	
281-931-8887	hagmons@sbcbglobal.net		281-931-8034	
Secondary Contact				
First name	M.I.	Last name	Title	
Arlene		Kennerson	Director, ACE Program	
Telephone #	Email address		FAX #	
832-244-2447	lsa_kennerson@yahoo.com		281-931-8034	
Part 2: Certification and Incorporation				


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Hagmon	D.	Simmons	Superintendent
Telephone #	Email address		FAX #
281-931-8887	hagmons@sbcbglobal.net		281-931-8034

Signature (blue ink preferred)

Date signed

 4/30/2018

Only the legally responsible party may sign this application.

701-18-111-076

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Schedule #1—General Information

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations N/A

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools).

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): _____	End date (MM/DD): _____
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes. <input type="checkbox"/>	No. <input type="checkbox"/>

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By TEA staff person: _____

Schedule #2—Required Attachments and Provisions and Assurances N/A

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 17081

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 17081

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. A minimum of five days per week for the fall and spring terms. A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE® Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students, the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE® program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 17081	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> Participant and enrollment data will be entered in August or September, depending on the center schedule. Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director. Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 17081

Amendment # (for amendments only):



I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # 17081	Name Larry Jenkins	Telephone number 713.882.8931	\$458,600
	County-District Name Texas Serenity Academy		Email address larryjenkins26@yahoo.com	
Member Districts (
2.	County-District # 17081	Name Larry Jenkins	Telephone number 713.882.8931	\$458,600
	County-District Name Texas Serenity Academy (same as Fiscal Agent above)		Email address larryjenkins26@yahoo.com	
	County-District Name		Email address	
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 17081			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment N/A

County-district number or vendor ID: 17081

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Do not submit this schedule with the original grant application. Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID:		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1			
2			
3			
4			
5			
6			
7			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170801

Amendment # (for amendments only).

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial

The Texas Serenity Academy (TSA) has planned a comprehensive program for the 21st Century Community Learning Center. The Texas Serenity Academy has a diverse student population, with over 95 percent of students identified as at-risk. The school is located in urban Houston and serves students in grades K-8. In addition to a high at-risk population the Texas Serenity Academy also has a number of students for whom English is a second language. While TSA students are at-risk in all academic areas, Math and Science remain priority areas for the school, based on most recent assessment data.

TSA 21st CCCL is targeting 459 students at 2 center/campus locations for the next 3 years. Teachers will remain after school delivering tutorial instruction and partner organizations will come in to deliver extra-curricular activities to enrich the lives of our students.

In developing the program for this cycle of 21st CCLC, the faculty, staff, and Campus Improvement Team of the academy considered the following: the continued need to provide additional academic enrichment through highly engaging programs targeted toward math, science, and technology; the need for health and well-being physical activity programs to enhance the ability of students to participate in and learn from the regular school program; the need to provide a greater sense of community for its students, both within the school and including connections to the broader community beyond the school; and the continued need to enhance family literacy for many of its parents.

With these continued goals in mind, the TSA has planned to develop a sustainability plan to include the development of strategic partnerships that will help continue to provide services to 21st CCLC participants beyond the life of the grant cycle. The program is designed to be delivered two hours beyond the regular school day Monday through Friday of each week (ten hours of program service) and four hours beyond the regular school day on Friday (four hours of program service) for the 35 weeks of the regular school year. The summer program will operate Monday through Thursday mornings for four hours per day for a total of six weeks.

Primary activities for the program continue to include the following:

- Academic tutorials in all subjects, with delivery by TSA faculty utilizing technology and hands-on activities
- Science, Technology, Engineering, and Math program (STEM)
- Digital media and journalism (print, photography, and film)
- Technology club
- Martial arts and sports including soccer, tennis and basketball
- Cooking and nutrition
- Fine Arts enrichment programs
- Anti-bullying, self-esteem and peer relationship building programs for boys and girls
- Fine arts programs including drumline program
- Adult literacy, citizenship, parent empowerment and GED courses for parents and other community members

The above program offerings are designed to be highly engaging, providing students with multiple opportunities to engage in hands-on learning, utilize interactive technology, and increase their physical well-being. All of these have been proven to increase both student engagement in the learning process, thereby directly increasing student achievement, as well as directly increasing student attainment of content knowledge through hands-on, interactive learning.

Recent research has shown that students who participate in after-school activities the most consistently and for the longest period of time (more than 100 days) show the most significant gains in academic achievement. By providing a highly engaging program of activities, closely coordinated with the school day both in terms of program content and scheduling, the TSA anticipates 100 percent participation of its students in program activities throughout the year.

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Via telephone/fax/email (circle as appropriate) _____

By TEA staff person _____

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 170801			Amendment # (for amendments only)		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 313,000	\$0	\$313,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$129,600	\$0	\$129,600
Schedule #9	Supplies and Materials (6300)	6300	\$ 10,000	\$0	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$ 6,000	\$0	\$6,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs			\$358,600	\$0	\$358,600
Percentage% indirect costs (see note)			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column)			\$458,600	\$0	\$458,600
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested					\$458,600
Percentage limit on administrative costs established for the program (5%)					× .05
Multiply and round down to the nearest whole dollar. Enter the result					
This is the maximum amount allowable for administrative costs, including indirect costs.					\$22,930

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID 170801		Amendment # (for amendments only)	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher	35		\$80,000
2 Educational aide			\$0
3 Tutor			\$0
Program Management and Administration			
4 Project director (required)	1		\$60,000
5 Site coordinator (required)	1		\$35,000
6 Family engagement specialist (required)	1		\$20,000
7 Secretary/administrative assistant	1		\$0
8 Data entry clerk	1		\$15,000
9 Grant accountant/bookkeeper	1		\$0
10 Evaluator/evaluation specialist	1		\$3,000
Auxiliary			
11 Counselor			\$0
12 Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$0
14 ESC coordinator/manager/supervisor			\$0
15 ESC support staff			\$0
16 ESC other			\$0
17 ESC other			\$0
18 ESC other			\$0
Other Employee Positions			
19 Nurse			\$0
20 Community-Parent Liaison			\$0
21 -			\$0
Subtotal employee costs			\$213,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$0
24 6119 Professional staff extra-duty pay			\$0
25 6121 Support staff extra-duty pay			\$0
26 6140 Employee benefits			\$0
Subtotal substitute, extra-duty, benefits costs			\$0
Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$213,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page

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Schedule #8—Professional and Contracted Services (\$200)		
County-district number or vendor ID: 170801		Amendment # (for amendments only)
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
Specify purpose:		
a. Subtotal of professional and contracted services (\$200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Anti-bullying- Class and supports for students to learn how to respect each other and themselves	\$5,000
2	Healthy Habits- Gardening teaching students to harvest healthy crops for healthy eating	\$5,000
3	Karate helps teaches students to build confidence, self-esteem using five basic steps of courtesy, integrity, perseverance, self-control and indomitable spirit. Grades K-8th	\$6,000
4	Photography and Boyz2Men – Photography is an art through digital marketing place which helps build portfolios and help with the use of photo shop which can be used in college and professional development Boyz2Men is a program which is use to help boys in grades from 3rd to 8th to help build self-esteem in young men and help them to provide confidence in leadership roles.	\$7,000
5	C-Stem and Robotics trains students and staff to assist with the use of communication, science, technology and math.	\$6,000
6	Kidz Café is a cooking class for students teaching them the basic lessons of early detection in the habits of eating healthy.	\$8,800
7	Cosmetology is a class use for College and Career readiness for teaching students the process of nail care, hair styling and make-up in a comprehensive learning study.	\$6,160
8	Drum line teaches students how to learn to read music and also assist with math by learning beat and rhythm movement	\$5,000
9	Piano Class assists with the techniques of learning the keyboard which is utilized through sound and attention leaning. Choir classes will engage students in tone and voice learning which will help them utilized their reading and listing skills. Drama class will help assist students in learning to cultivate their talents through reading and expressing their thoughts through acting. Soccer Class will allow student to learn through movements and counting. This will help utilize their critical thinking and help with weight management	\$10,000
10	Dance classes for grade 4th – 8th - Ballet, jazz and folk dancing, All about Me – self-esteem classes for grades 4th – 8th ; Lil Miss – self-esteem classes form grades 1st – 3rd	\$15,000
11	Homemaking – students are taught the art of sewing , stitch work and crafts	\$7,040
12	Cheer-cheerleading for students to help build self esteem	\$4,000
13	Elementary Sports – Soccer, Baseball, Basketball, Tennis for elementary students	\$10,000
14	Family Engagement Services provided through contracted services for parenting classes for GED, ESL, Computer, Family Services, Drugs and Gang Related Courses, Citizenship Class, and child Care for parent component	\$20,000
15	Health and Nutrition- Wellness and nutrition, cardiovascular health and exercise	\$4,400

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16	Arts and Craft – students are taught the components for the art portion of the C-STEM class using murals to through painting and design	\$5,000
17	Stem Robotics- students will learn to build and assemble robot for competition	\$5,200
b. Subtotal of professional and contracted services:		\$129,600
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$129,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID 170801		Amendment number (for amendments only)
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval	\$10,000
Grand total:		\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$6,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing	\$0
Subtotal other operating costs requiring specific approval		\$6,000
Remaining 6400—Other operating costs that do not require specific approval		\$0
Grand total:		\$6,000

In-state travel for employees does not require specific approval

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) N/A				
County-District Number or Vendor ID 170801			Amendment number (for amendments only)	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

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Schedule #14—Management Plan				
County-district number or vendor ID: 170801		Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Bachelor's degree or above in education or related field, at least 3 years of experience in education or social work setting. Experience in fiscal/budget planning and management. Demonstrated competence in program development, marketing, implementation, evaluation. At least 3 years supervisory experience and program management experience.		
2.	Site Coordinator(s)	Bachelor's Degree or above in education or related field. Experience working with high-risk children and families. Experience with staff supervision. Experience with program implementation and management. Ability to communicate in native languages of program recipients strongly preferred. Experience with 21st CCLC or similar after school/summer school programs preferred.		
3.	Family Engagement Specialist	Experience working with high-risk children and families. Experience with program implementation and management. Ability to communicate in native languages of program recipients. Familiarity and experience with 21st CCLC or similar after school/summer school programs. Ability to gather data related to needs of program families.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1	Improve academic performance	1. Hire qualified tutors to aid teachers in afterschool tutorials	08/01/18	08/15/18
		2. Provide professional development in innovative instructional techniques	08/22/18	07/08/19
		3. Order supplies, materials, technology to support engaged learning aligned with curriculum	08/01/18	07/01/19
		4. Begin afterschool tutorials	09/06/18	06/01/19
		5. Offer summer program	06/03/19	07/08/19
2	Improve academic performance	1. Identify enrichment activities that promote learning engagement, and social development/responsibility	08/01/18	08/15/19
		2. Identify vendors which can provide high quality programs	08/01/18	08/15/18
		3. Provide professional development in innovative instructional techniques	08/18/18	07/08/19
		4. Begin afterschool enrichment activities	09/04/18	06/01/19
		5. Offer summer program	06/03/19	07/08/19
3	Improve academic performance	1. Family specialist will identify/confirm needs of parents/community members	08/01/18	08/15/18
		2. Identify programs for parents to support literacy, effective parenting, health/well-being, and support educational and professional attainment for parents	08/01/18	08/31/18
		3. Identify qualified vendors to provide programs	08/01/18	08/31/18
		4. Offer programs	09/06/18	07/14/19
4	Improve behavior	1. Identify enrichment activities that promote learning engagement, and social development/responsibility	08/01/18	08/15/18
		2. Provide professional development in classroom management and positive behavior	08/22/18	07/08/19
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170801

Amendment # (for amendments only)

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Outside of analyzing student academic data to identify opportunities for support during tutorials and engaging programs, TSA held several direct meetings at various churches (translators available) in the surrounding community to develop a needs assessment. TSA's campus liaison and community advisory committees, which consists of the Board President, two community leaders, the former ACE program director, the superintendent and one parent to make recommendations. There is an identified gap in after-school instructional programs available to the students because they are coming from predominantly lower-income and socio-economic deprived environments with limited technology in the household and that is the reason why the committee determined our after-school program needed to have a C-STEM component

The TSA 21st CCLC will help supplement, or expand upon the tutorials offered to students. Right now, students come in for academic tutorials on Wednesday from 3:45—5:00 p.m. on both campuses where students receive additional academic support from their teachers. THE TSA 21st CCLC will help expand the amount of time and offer enrichment opportunities and additional academic supports that will help with student engagement, discipline, improved grades and on-time grade level advancement, and graduation rates. And, this proposal also includes opportunities for parents to learn how to better help their students in school and in life

Since TSA serves a large immigrant population, the TSA 21st CCLC provides the following available resources

- Translation and interpretation services
- Connections to other community organizations, including local food banks and other organizations providing school supplies, clothing, and other supports to families in need
- Connections to local free/reduced price health providers
- Classes for families in the following areas.
 - English as a Second Language
 - GED attainment
 - Family literacy and the importance of family involvement in education to increase student achievement
 - Computer literacy and other workplace-related skill development
 - Budgeting and Financial Planning
 - Physical Health and Well-being, including healthy meal planning on a budget
 - Citizenship classes and supports to help parents attain US Citizenship
 - Effective parenting, focusing particularly on the needs of young parents and grandparents serving as parents
- Meeting space and family lounge for parents participating in program activities or meeting with school staff
- Transportation to key programs and activities offered by the TSA 21st CCLC
- Childcare for program activities involving parents and families

The proposed program is designed to meet the needs identified through the assessment/evaluation process by reducing barriers to participation (language, transportation, cost, childcare) for families, supporting families to create greater stability in the family and meet basic needs (classes in budgeting and financial planning, classes in physical health and well-being including healthy meal-planning, classes for parents and family members to help them obtain their GED and US citizenship, classes in skills designed to assist parents in obtaining and/or retaining higher paying jobs, classes in effective parenting), supporting students to make greater academic gains (academic tutorials structured to provide enriched learning connected to the school/state curriculum with active hands-on, engaging activities and smaller group instruction), and increasing overall student engagement and access to broader knowledge through expanded learning opportunities (enrichment activities)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only)

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership☐ This applicant is unable to partner.

Through this 21st CCLC grant application, TSA has identified a myriad of partners identified that will help us deliver key programmatic components to our students and parents in order to ensure our students will be prepared, engaged and motivated to achieve academic results through tutorials and content-targeted enrichment, fine arts activities proven to strengthen critical thinking skills, and a focus on physical and emotional health and nutrition that helps the overall well-being of our students

The partnerships outlined in the program are designed to help TSA meet the objectives:

- Performance on required state assessments
- Core course grades
- On-time grade level advancement
- School day attendance
- Discipline referrals
- High school graduation rates
- (TSA currently does not serve high school students but student success rate in middle school with academic and habit/mindset supports from the 21st CCLC program can help with success in high school coursework and graduation rates).

Anti-bullying- Class and supports for students to learn how to respect each other and themselves

Healthy Habits- Gardening teaching students to harvest healthy crops for healthy eating

Karate- Helps teaches students to build confidence, self-esteem using five basic steps of courtesy, integrity, perseverance, self-control and indomitable spirit. Grades K-8th

Photography and Boyz2Men – Photography is an art through digital marketing place which helps build portfolios and help with the use of photo shop which can be used in college and professional development
Boyz2Men is a program which is use to help boys in grades from 3rd to 8th to help build self-esteem in young men and help them to provide confidence in leadership roles.

C-Stem and Robotics trains students and staff to assist with the use of communication, science, technology and math

Kidz Café is a cooking class for students teaching them the basic lessons of early detection in the habits of eating healthy.

Cosmetology is a class use for College and Career readiness for teaching students the process of nail care hair styling and make-up in a comprehensive learning study.

Drum line teaches students how to learn to read music and also assist with math by learning beat and rhythm movement

Piano Class assists with the techniques of learning the keyboard which is utilized through sound and attention leaning. Choir classes will engage students in tone and voice learning which will help them utilized their reading and listing skills. Drama class will help assist students in learning to cultivate their talents through reading and expressing their thoughts through acting. Soccer Class will allow student to learn through movements and counting. This will help utilize their critical thinking and help with weight management

Dance classes for grade 4th – 8th - Ballet, jazz and folk dancing. All about Me – self-esteem classes for grades 4th – 8th. Lil Miss – self-esteem classes form grades 1st – 3rd

Family Engagement Services provided through contracted services for parenting classes for GED, ESL, Computer.

Family Services, Drugs and Gang Related Courses, Citizenship Class, and child Care for parent component

Health and Nutrition- Wellness and nutrition, cardiovascular health and exercise

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The proposed activities of the TSA 21st CCLC are designed to increase students' access to high-quality academic enrichment opportunities to ensure the students participating in the 21st CCLC meet the following measures of effectiveness

- Improved academic performance
- Increased school day attendance
- Increased positive behavior
- On-time grade level advancement
- Increased high school graduation rates

The TSA 21st CCLC utilizes the Texas ACE Activity/Unity & Lesson Plan Worksheets as a means of planning for and evaluating the potential for activities to help program participants meet the measures of performance. The Institute of Educational Sciences (through the U.S. Department of Education) Practice Guide for Structuring Out of School Time to Improve Academic Performance (2009) makes the following recommendations based on the review of research.

1. Align the OST program academically with the school day
2. Maximize student participation and attendance
3. Adapt instruction to individual and small group needs
4. Provide engaging learning experiences
5. Assess program performance and use the results to improve the quality of the program

The TSA 21st CCLC program follows all of these recommendations in its program implementation.

The After School Alliance has identified key principles from research of effective expanded learning programs (Principles of Effective Expanded Learning Programs: A Vision Built on the Afterschool Approach, January, 2012). These key principles are

1. School-Community Partnerships
2. Engaged Learning
3. Family Engagement
4. Intentional Programming (hands-on learning, STEM content)
5. Diverse, Prepared Staff
6. Safety, Health, and Wellness
7. Ongoing Assessment and Improvement

Again, the TSA 21st CCLC program has all of these components

The TSA 21st CCLC will work in collaboration with the independent evaluator to collect participant and program-level data through the implementation of the grant. Program staff will work with the independent evaluator to formalize the evaluation plan that project staff will utilize to identify data to be collected, the manner of data collection, the frequency of data collection, and the correlation with program reporting requirements. Project staff will work with the administrative staff of TSA to determine responsibility and methods of data collection to include number of participants served, participants by activity, and student-level academic data, including achievement results, changes in core GPAs, and attendance. Tools used in the data collection process will include the Texas 21st CCLC database, formal and informal assessments of student progress, and PEIMS data. Surveys and interviews will also be used to collect data to inform program activities.

Schedule #16—Responses to Statutory Requirements (cont.)

County/district number or vendor ID: 170801

Amendment # (for amendments only)

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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The TSA 21st CCLC utilizes best practices for its academic and enrichment programs for students. The TSA 21st CCLC utilizes the Texas ACE Activity/Unity & Lesson Plan Worksheets as an ongoing planning tool. In addition, the TSA 21st CCLC utilizes the logic model approach to overall planning and evaluation.

According to the CRESST National Center on Evaluation Standards and Student Testing Policy Brief 11 (2011) Making Afterschool Programs Better, effective after school programs include activities that

- Provide time for students to study, learn and practice
- Include motivational activities
- Frequently uses technology, science and the arts to support youth development, student learning, and engagement
- Align to the school day

The TSA 21st CCLC activities are designed to provide all of the above. The TSA 21st CCLC academic activities are aligned to the school curriculum (TEKS) and provide time for students to study, learn, and practice in more informal, small-group settings. The academic activities are designed to include more hands-on learning opportunities, and are therefore more motivational than those that may be provided during the school day.

The enrichment activities of the TSA 21st CCLC program utilize technology, science, and the arts to support youth development, student learning, and engagement as well as the physical health and well-being of students. Community partners, including TWEF, assist the TSA 21st CCLC program with technology and entrepreneurial programs. Several of the enrichment programs themselves are technology-oriented.

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Schedule #16---Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities of the Texas Serenity Academy 21st CCLC are intended to improve student academic achievement, whether it be directly through the use of curriculum-integrated extended learning opportunities and tutorials as well as highly engaging and hands-on learning opportunities through such activities as the STEM program and the digital media program, or indirectly through enrichment activities designed to engage students, promote enhanced physical well-being, improve family literacy and the educational attainment of parents, and strengthen the TSA community.

The TSA 21st CCLC will enhance the use of hands-on activities and technology. The academic enrichment activities will incorporate a homework lab, allowing teachers to pull and rotate groups of students through focused academic tutorial programs designed to address deficiencies in understanding and performance in the regular school program. This will enable teacher to work with smaller groups in the afternoon tutorial sessions. Learning objectives for these sessions are based on the Texas Essential Knowledge and Skills (TEKS) and include objectives measured by the State of Texas Assessments of Academic Readiness (STAAR).

The research literature, while in some areas not wholly conclusive, nonetheless indicated that increased student engagement, extended learning time (including summer learning opportunities), highly structured and hands-on learning activities focused on skills and skill development, student physical activity and well-being, family involvement in learning, and parental educational attainment all serve to promote student academic achievement and overall student success.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 170801	Amendment # (for amendments only):
Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>TSA will disseminate information about the 21st CCLC to the community through materials provided to parents upon enrollment, through parent meetings, and through meetings with the heads of community agencies. All written materials will be translated into Spanish for native Spanish speakers. The Family Engagement Specialist will develop monthly calendars of program activities for parents and families. Families will also be provided with the TSA ACE 21st CCLC Family Handbook at the beginning of the school year and upon enrollment for students not enrolled in TSA at the beginning of the school year.</p> <p>The TSA Community Advisory Council will play a key role in helping to ensure dissemination of information, collaboration, partnership, and support with and between the community and TSA 21st CCLC. The TSA Advisory Council will establish a schedule and general methodology for communication, such as providing program updates at school board, parent, and community meetings including program information in school and community newsletters and preparing and disseminating invitations, flyers, and enrollment materials. The Advisory Council and Family Engagement Specialist will utilize the ACE Promo Center and other TEA-provided outreach materials related to school and community partnerships in preparing promotional materials for the TSA 21st CCLC.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 170801	Amendment # (for amendments only)
Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Since the center is the campus where the students attend, transportation is only necessary to get students home at the end of the day. Students participating in the TSA 21st CCLC will travel from the center via buses operated by the Texas Serenity Academy and staffed with drivers hired and paid by the academy. Bus routes will be altered as necessary to accommodate the 21st CCLC program.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID. 170801	Amendment # (for amendments only).
Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>TSA will leverage former students as volunteers for tutorials with younger students and front office help and mentoring younger students. The TSA 21st CCLC also uses a group of volunteers called the ACE Angels. The ACE Angels are a group of people who mentor students and support families by subsidizing their Christmas needs. In addition, the TSA 21st CCLC uses volunteers from TWEF (The Women's Empowerment Foundation) for activities involving the community garden and entrepreneurship activities and events. The program will also use AARP volunteers to help with literacy activities and mentoring for the students.</p> <p>TSA uses the Texas Dept. of Public Safety to conduct background checks on all volunteers coming in contact with students. Volunteers can be cleared within 24 hours.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key elements of the TSA 21st CCLC Sustainability Plan include a clearly-articulated vision, development of a broad base of community support, identification of key community champions for the TSA 21st CCLC program, and identification of strategic, ongoing funding. Members of the TSA administration, including the superintendent and school principal, the TSA 21st CCLC project director, and the TSA 21st CCLC Advisory Council, have been and will continue to be involved in developing the sustainability plan. The sustainability plan includes continued expanded academic and enrichment learning opportunities at the Texas Serenity Academy as well as continued activities supporting family literacy and the capacity of families to support student achievement. The sustainability plan includes as its ultimate goal a thriving learning and education center for adult family members as well as a robust program for TSA students

In the 2018-19 program year, The TSA 21st CCLC will identify and clarify long-term funding goals, key community champions, and critical sources of funding. The base of support for the TSA 21st CCLC will include current partners such as the Texas Women's Empowerment Foundation, Prairie View A&M, Aldine ISD, the Houston Food Bank, the Houston YMCA, and the Boy Scout Council. The TSA 21st CCLC has plans to broaden community partnerships to include the University of Houston, Delta Sigma Theta sorority, and other community partners identified by the TSA 21st CCLC Advisory Council

Also in the 2018-19 program year, TSA administration will identify and develop a comprehensive, detailed funding plan for the pursuit and utilization of alternative funding sources. This plan will become one of the goals of the newly-formed TSA Education Foundation, the non-profit fund raising arm of the Texas Serenity Academy. The plan will include funding targets for the 2018-19, 2019-20, and 2020-21 program years

The TSA Administration and Board Members feel the Texas ACE program will be a critical component of school organization for both schools under the TSA charter. The TSA administrative staff and TSA Board Members are committed to the continuation and expansion of the TSA 21st CCLC program, and as the district expands and funding is raised, will seek to commit general operating funds to the 21st CCLC program

Please see the attached letters of support from the TSA Board Members

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Serenity Academy also funds the portion of the teachers' salaries for participation in the 21st CCLC program through state funding. The Texas Serenity Academy will utilize its current two campus locations for this program, limiting the need for additional lease or rental of space to provide the program activities. In this way, grant funds are being utilized to supplement the academic tutorials, rich programming around STEM, Fine Arts and Physical the TSA was able to offer previously while enabling the TSA 21st CCLC to offer a comprehensive program to TSA students and families at a lesser cost.

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Schedule #17—Responses to TEA Program Requirements				
County-district number or vendor ID 170801		Amendment # (for amendments only)		
TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.				
Center 1	Name and physical address of center site:		The campus is (check all that apply):	
	Texas Serenity Academy: Gano 4637 Gano St. Houston, TX 77009		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50 3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	170801004	Grade levels to be served (check all that apply):	
	Cost per student	\$999.13	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):	109	Parent/legal guardian target (in proportion with student target): 55	
	Feeder school #1		Feeder school #2	
	Feeder school #3			
	Campus name	Texas Serenity Academy Gano		
9-digit campus ID number	170801004			
Estimated transportation time	n/a			
Center 2	Name and physical address of center site:		The campus is (check all that apply):	
	Texas Serenity Academy: N. Houston-Rosslyn 8787 N. Houston-Rosslyn Rd. Houston, TX 77088		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50 3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	170801003	Grade levels to be served (check all that apply):	
	Cost per student	\$999.13	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):	350	Parent/legal guardian target (in proportion with student target): 175	
	Feeder school #1		Feeder school #2	
	Feeder school #3			
	Campus name	Texas Serenity Academy N Houston-Rosslyn		
9-digit campus ID number	170801003			
Estimated transportation time	n/a			
Center 3	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50 3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student	\$	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	

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		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID:		Amendment # (for amendments only)		
Center 4	Name and physical address of center site:	The campus is (check all that apply):		Grade levels to be served (check all that apply):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Center 5	Name and physical address of center site:	The campus is (check all that apply):		Grade levels to be served (check all that apply):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Center 6	Name and physical address of center site:	The campus is (check all that apply):		Grade levels to be served (check all that apply):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11

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Cost per student		\$	<input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> 12
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
Feeder school #1		Feeder school #2		Feeder school #3
Campus name				
9-digit campus ID number				
Estimated transportation time				
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID:			Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	Feeder school #1		Feeder school #2	
	Feeder school #3			
	Campus name			
Center 8	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	Feeder school #1		Feeder school #2	
	Feeder school #3			
	Campus name			
C	Name and physical address of center site:		The campus is (check all that apply):	
			Grade levels to be served (check all that apply):	
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		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:				
Cost per student	\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1	Feeder school #2	Feeder school #3	
Campus name				
9-digit campus ID number				
Estimated transportation time				

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:		Amendment # (for amendments only)	
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Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
					<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name:					
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170801	Amendment # (for amendments only)
TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The TSA 21st CCLC will coordinate with TEA program staff in assessing and implementing program requirements and recommendations. In order to ensure that high-quality programming is provided to all participants, the TSA 21st CCLC will provide ongoing professional development to all program staff in the following:</p> <ul style="list-style-type: none"> • Understanding the lesson cycle and scope and sequence in curriculum • Classroom management and positive behavioral supports • Addressing the needs of special needs students, including second language learners • Utilizing the SAFE instructional approach <p>The TSA 21st CCLC utilizes the Texas ACE Activity/Unity & Lesson Plan Worksheets as an ongoing planning tool. In addition, the TSA 21st CCLC utilizes the logic model approach to overall planning and evaluation.</p> <p>The Project Director, Site Coordinator, and Family Engagement Specialist meet frequently to coordinate activities and responsibilities and to ensure that all program requirements are being met. The Texas ACE 21st CCLC Blueprint and associated documents are utilized to help manage all aspects of the grant program. The TSA 21st CCLC program also utilizes the services of Region VI ESC to provide professional development and technical assistance as appropriate.</p> <p>Communication from grant management staff with all TSA 21st CCLC staff occurs through email, regular meetings, trainings, conferences, and "ACE Alert" notes for critical information. Because all TSA teaching staff are involved in the TSA 21st CCLC program, information is shared routinely and frequently between and with grant management staff.</p> <p>The TSA 21st CCLC will work closely with school staff to monitor ongoing student assessment programs that are part of the current Texas Serenity Academy program. The evaluation of ongoing student assessment and review of data with relevant stakeholders, including the Advisory Council and the faculty of TSA, will enable the TSA 21st CCLC to further identify and define student needs and make any necessary adjustments to targeted services. The ongoing monitoring described above will enable the 21st CCLC project leadership and the Advisory Council to determine and document the following:</p> <ul style="list-style-type: none"> • Students' and families' active participation and engagement in learning • Students' and families' increased sense of involvement in school • Use of assessment data to revise/evaluate student services • Implementation of strategies learned through professional development 	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170801

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSA 21st CCLS will work in collaboration with the independent evaluator to collect participant and program-level data through the implementation of the grant. Program staff will work with the independent evaluator to formalize the evaluation plan that project staff will utilize to identify data to be collected, the manner of data collection, the frequency of data collection, and the correlation with program reporting requirements. Project staff will work with the administrative staff of TSA to determine responsibility and methods of data collection to include: number of participants served, participants by activity, and student-level academic data, including achievement results, changes in core GPAs, and attendance. Tools used in the data collection process will include the Texas 21st CCLC database, formal and informal assessments of student progress, and PEIMS data. Surveys and interviews will also be used to collect data to inform program activities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 170801		Amendment number (for amendments only)		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 170801		Amendment number (for amendments only)		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 170801		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID 170801		Amendment number (for amendments only)		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID:		Amendment number (for amendments only)		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only)		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation N/A	
County-District Number or Vendor ID: 170801	Amendment number (for amendments only)
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program</u> . Failure to complete this schedule will result in an applicant being disqualified.	
Questions	
1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 	
2. Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 	
Assurances	
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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